Perceptions and Manifestations of Discrimination, Violence and Exclusion at the Popular University of Cesar (UPC): A Descriptive Analysis

Kellys Del Carmen Jiménez Jiménez[1], Jorge Antonio Jurado Abril[2], Sixta Dalia Duran Vidal[3], Ender Enrique Reales Tafur[4], Carol Patricia Figueroa Pérez[5], Jairo Antonio Guevara Gómez[6]

Abstract

This article is part of a broader study that has as its main intention to determine what types of violence and exclusions are carried out at the Popular University of Cesar, this study has been carried out since 2022 and to date the first conclusions have been obtained. The authors, professors from different faculties of the university, using quantitative research under a descriptive and cross-sectional perspective through the use of surveys, revealed revealing perceptions about discrimination, violence and exclusion in the academic environment. Students, predominantly young adults between the ages of 18 and 24, have expressed that a lack of socio-emotional skills contributes significantly to exclusion and discrimination.

Keywords: *Perception Of Discrimination, University Classrooms, Violence, Exclusion.*

Introduction

Coexistence within the university environment constitutes a microcosm that reflects the values, tensions and challenges of society as a whole. As a space for academic training and social interaction, universities are not only centers of knowledge but also scenarios where power dynamics and cultural expressions are manifested that can give rise to discriminatory practices, acts of violence, and situations of exclusion (Brito et al, 2020). These practices not only affect the well-being and academic development of individuals but also the social fabric and the institutional climate of higher education institutions.

In the case of the Popular University of Cesar, these concerns are especially relevant. This institution, immersed in a diverse region rich in cultural expressions, faces the challenge of harmonizing this diversity with equality and respect among its student and academic population.

[1] Kellys Del Carmen Jiménez Jiménez, Docente investigadora Universidad Popular del Cesar, Valledupar, Colombia, Email: kellysjimenez@unicesar.edu.co.

[2] Jorge Antonio Jurado Abril, Docente investigador Universidad Popular del Cesar, Valledupar, Colombia, Email: jajurado@unicesar.edu.co.

[3] Sixta Dalia Duran Vidal, Docente investigadora, Universidad Popular del Cesar, Valledupar, Colombia, Email: sdduran@unicesar.edu.co

[4] Ender Enrique Reales Tafur, Docente investigador, Universidad Popular del Cesar, Valledupar, Colombia, Email: eereales@unicesar.edu.co

[5] Carol Patricia Figueroa Pérez, Docente investigadora, Universidad Popular del Cesar, Valledupar, Colombia, Email: Carolfigueroa@unicesar.edu.co

[6] Jairo Antonio Guevara Gómez, Docente investigador Universidad Popular del Cesar, Valledupar, Colombia, Email: jairoguevara@unicesar.edu.co

This research focuses on deciphering how discrimination, violence and exclusion are perceived and manifested in this university environment. Addressing these issues from the perception of the members of the university community themselves provides a valuable internal perspective on realities that are often underestimated or ignored in official discourses.

The objective of this article is twofold: on the one hand, it seeks to contextualize the phenomenon of discrimination, violence and exclusion in the field of higher education, and on the other, to analyze the specificity of these manifestations in the Popular University of Cesar. Through this analysis, it is intended to contribute to the understanding of the problematic situation that affects the university community and, ultimately, to propose recommendations that promote a more inclusive and safe academic environment (Moreno et al, 2012).

To carry out this purpose, the research is structured around fundamental questions: How do students of the Popular University of Cesar perceive discrimination, violence and exclusion within their academic environment? To what extent do these phenomena affect the university experience? What factors contribute to their persistence, and what strategies could mitigate them? The scope of this study aims to go beyond the simple enumeration of incidents to understand the roots and ramifications of these problems.

Consequently, the next section of this manuscript will address the review of the existing literature on discrimination, violence and exclusion in higher education institutions, with special emphasis on Latin American universities, in order to establish a framework of reference for the analysis of the data collected at the Universidad Popular del Cesar.

Literature Review

- Discrimination and violence in the university context

According to Moreno and Sepúlveda (2013), discrimination and violence in universities are not isolated incidents; They are the manifestation of underlying dynamics that reflect power imbalances and entrenched social norms. In this context, critical theory in education argues that educational institutions reflect and perpetuate the inequalities present in society. From this perspective, discrimination in universities can be seen as an extension of power hierarchies that privilege certain groups over others. These privileges can be based on race, gender, social class, nationality, sexual orientation, ability, or religion, and are often made invisible or naturalized within academic discourse (Espejo, 2018).

Along these lines, it is also worth mentioning that violence does not manifest itself only through physical acts; it also takes the form of symbolic violence, a concept coined by Pierre Bourdieu to describe the imposition of culturally arbitrary schemes of perception and valuation from a dominant culture over a subordinate one. At university, this can be translated into curricula that ignore or minimize the contributions of certain groups, institutional policies that do not adequately protect minorities, or everyday language and practices that reinforce inequalities (Peluffo, 2011).

This, according to Biglia and Caglero (2019), can lead to microaggressions, which are brief and common manifestations of discrimination that can be both verbal and nonverbal. Although they may seem minor or insignificant, they have a cumulative and significant impact on the well-being of affected students and staff. The academic climate is negatively affected by constant microaggressions, which can lead to disengagement and poor academic performance of marginalized students.

To address discrimination and violence, it is crucial that universities commit to interventions that promote structural and cultural change. This includes the development of inclusive policies, diversity training programs for students and staff, support systems, and accessible and effective reporting spaces; in addition, critical research and teaching that challenges dominant narratives and encourages students to be critical thinkers and active citizens should be encouraged (Ramos et al, 2022).

In addition, citizenship competencies, in this context, include the ability to recognize, criticize, and act against discrimination and violence. Education for social justice becomes an imperative in the university curriculum, allowing students to understand the roots of discrimination and violence and equipping them with the necessary tools to build a more equitable society (Ramos et al, 2022).

In this way, the review of the literature on discrimination and violence in the university context requires a holistic approach that contemplates both power structures and everyday interactions. It requires a commitment to social justice that goes beyond rhetoric and manifests itself in policies, practices, and curriculum that actively promotes equality and inclusion.

- **Exclusion, aggression and university context**

According to Hernández (2013), the review of the literature on exclusion and aggression within the university context, especially in the framework of the study carried out at the Universidad Popular del Cesar, implies a deep reflection on the intersection between the academic space as a place of knowledge and its intrinsic social dynamics that can perpetuate exclusionary practices and aggressive behaviors.

Exclusion in the university context goes beyond mere physical or social segregation. It is a systematic and often subtle process that prevents certain groups of students and academics from fully participating in university life. These exclusionary processes can be the result of structural barriers, such as unfavorable institutional policies, as well as cultural and linguistic barriers that marginalize individuals based on their origin, identity, or ability. The isolation and marginalization that arise from exclusion not only have a direct impact on affected individuals, but also deteriorate the quality of the university community as a whole, restricting the diversity of perspectives and experiences that are vital for a nurturing and vibrant academic environment (Hoyos, 2013).

Likewise, according to Ramos and Aranda (2020), aggression in universities, whether verbal, physical, or psychological, is an indicator of deeper tensions within the institutional culture. Aggression can be a response to the perception of threat to established norms or a way of asserting power within a given social hierarchy. Often, these aggressive behaviors are embedded in a culture of silence and impunity, where victims feel helpless and perpetrators are not properly punished. This culture of silence is particularly pernicious because it not only perpetuates aggression, but also discourages reporting and open dialogue, essential elements for conflict resolution and the creation of a safe and respectful environment for all (Hoyos, 2013).

In another sense, according to Tobón and Álvarez (2017), the university must be considered as a microcosm of the broader society, with its own patterns of interaction and power structures. As such, the dynamics of exclusion and aggression found in the university reflect broader systemic issues that are present in society. Nonetheless, the university also has the unique potential to model alternative solutions and behaviors, serving as a laboratory for social innovation and change.

Therefore, addressing exclusion and aggression in the university context requires a holistic and contextual understanding of these issues, as well as a commitment to institutional change that involves all actors: students, faculty, administration, and society as a whole.

Preventing and intervening exclusion and aggression requires a multidisciplinary approach that encompasses policy, education, mental health and social support. It is essential to develop interventions that promote inclusion and equality, train the university community in conflict resolution and diversity management, and foster a climate of openness and respect. The Popular University of Cesar, reflected in this article, is no stranger to these challenges. The research points to the need for effective strategies and policies that align with the values of education as a fundamental right and the university as a space for integral development and social justice (Prieto et al, 2015).

Methodology

- ***Study Design:***

A quantitative approach was adopted under a descriptive and cross-sectional perspective through the use of a survey. This methodology was selected to capture students' perceptions and experiences at a specific point in academic time, providing a snapshot of prevailing attitudes and beliefs in the university community.

- ***Sample frame:***

The sample consisted of 100 university students, covering different faculties and levels of study to obtain a representative panorama of the student population. A non-probabilistic convenience sampling was used due to practical limitations and accessibility to the target population.

- ***Spatial framework:***

The study was carried out within the virtual environment of the Popular University of Cesar, taking advantage of online platforms to reach students in their natural and everyday environment.

- ***Techniques and Instruments:***

A structured survey was used with items based on the five-point Likert scale. This technique was chosen for its effectiveness in measuring attitudes and perceptions in a stepwise manner. The instrument was implemented through Google Forms, a digital environment that facilitates the distribution and collection of data efficiently and securely, guaranteeing the anonymity of the participants. The questions addressed issues of discrimination, exclusion and the importance of socio-emotional competencies within the university context.

- **Procedures:**

The survey was distributed electronically through links shared in institutional emails, online learning platforms, and social media groups related to the university. Data collection was done over a set period of two weeks to ensure student engagement. Participants completed the survey on a voluntary basis and were assured of the confidentiality of their responses.

- ***Statistical analysis:***

After data collection, responses were exported from Google Forms to a spreadsheet and then imported into SPSS for analysis. Descriptive statistics were used to calculate frequencies, means,

and modes for each item. The interpretation of the data focused on identifying trends and patterns within the participants' responses, thus providing a detailed view of perceptions and experiences around discrimination, violence and exclusion at UPC. No inferential analyses were performed due to the non-probabilistic nature of sampling and study design.
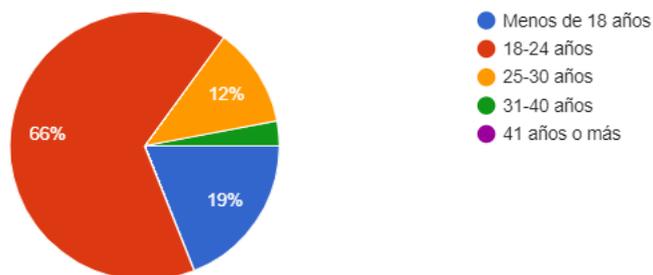
Results

- ***Sociodemographic data***

Table No.1

Age

Source: Own elaboration. In original Spanish language

The results illustrate that the majority of individuals, with 66%, are in the age range of 18 to 24 years, indicating a preponderance of young adults, university students. The second largest group, comprising 19%, corresponds to the category of 25 to 30 years old, followed by 12% of individuals between 31 and 40 years old. Finally, only 3% of the sample is made up of people aged 41 or over. This age breakdown suggests that the population studied is mostly composed of people in their early stages of adult life, with a smaller presence of middle-aged and older adults.
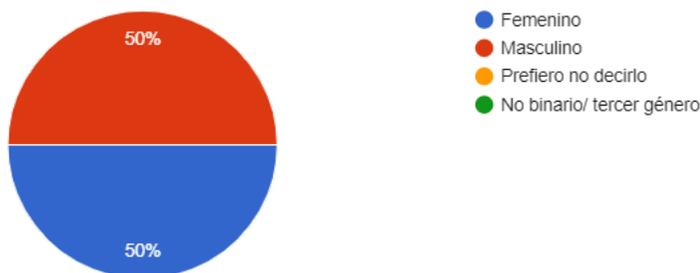

Table No.2

Gender

Source: Own elaboration. In original Spanish language

The results indicate that the gender distribution in the sample is equal: 50% of the respondents identify as male and the other 50% as female. This result shows gender parity within the population that participated in the survey, which is relevant for the analysis of perceptions and experiences related to discrimination and exclusion in the university, as it suggests that both gender groups are equally represented in the sample.

Carrera	Frecuencia
Licenciatura en Literatura y Lengua Castellana	12
Ingeniería Electrónica	7
Licenciatura en Ciencias Naturales y Educación Ambiental	4
Ingeniería Ambiental y Sanitaria	4
Licenciatura en Educación Física, Recreación y Deporte	4
Comercio Internacional	3
Derecho	2
Ingeniería de Sistemas	2
Licenciatura en Matemáticas	3
Psicología	2
Ingeniería Agroindustrial	3
Licenciatura en Español e Inglés	2
Licenciatura en Artes	2
Economía	1
Sociología	1
Enfermería	1

Table No.3

Career or Academic Programs

Source: Own elaboration. In original Spanish language

The results indicate that the Bachelor's Degree in Literature and Spanish Language is the career with the highest number of mentions, which suggests that this area of study has a notable presence within the surveyed population. Electronic Engineering continues to be the second most mentioned career, which indicates a significant interest in this technical discipline. The Bachelor's Degree in Natural Sciences and Environmental Education, along with Environmental and Sanitary Engineering and the Bachelor's Degree in Physical Education, Recreation and Sports, share the same number of mentions, reflecting an awareness of environmental issues and the importance of physical well-being in university education. The careers of International Trade and Law are also notable, although to a lesser extent, followed by other areas of the social

sciences and humanities, which demonstrates an academic diversity in the interests of the students participating in the survey.

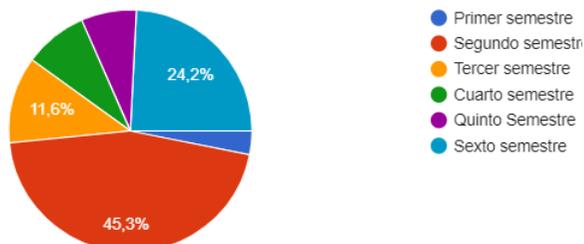Año o semestre en curso

95 respuestas

- Primer semestre
- Segundo semestre
- Tercer semestre
- Cuarto semestre
- Quinto Semestre
- Sexto semestre

Table No.4

Semester

Source: Own elaboration. In original Spanish language

According to the results, almost half of the students, 45.3%, are in the first semester, indicating that a large number of respondents are new to university. The second semester is the next most represented, with 24.2% of students. Those in the third half make up 11.6%, and those in the fourth half make up a smaller proportion. Students in the fifth and sixth semesters have the lowest participation, which could suggest a decrease in the number of students as they advance in their academic careers or possibly a lower survey response from upper-year students.

- *Perception of violence, exclusion and discrimination at the UPC*

He presenciado o experimentado situaciones de exclusión en la universidad debido a la falta de competencias socioemocionales
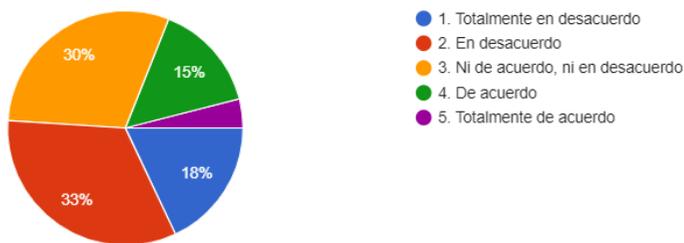
100 respuestas

- 1. Totalmente en desacuerdo
- 2. En desacuerdo
- 3. Ni de acuerdo, ni en desacuerdo
- 4. De acuerdo
- 5. Totalmente de acuerdo

Table No.5

Perception of Exclusion and Absence of Emotional Competences

Source: Own elaboration. In original Spanish language

The results show the distribution of students' perceptions of exclusion in university related to the lack of socio-emotional competencies, based on 100 responses. A combined majority of 48%, including 33% who agree and 15% who strongly agree, perceive exclusion as a problem at university, suggesting that nearly half of respondents have noticed or experienced situations of

exclusion linked to a lack of socio-emotional skills.

On the other hand, 30% disagree with this statement and 18% strongly disagree, indicating that there is a considerable proportion of students who do not perceive exclusion as a problem related to the lack of these skills. The remaining 15% are in the neutral category of neither agree nor disagree, which could reflect uncertainty or lack of direct observation of such situations. These results highlight the importance of considering the development of socio-emotional competencies in the university environment as a potential factor in the prevention of discrimination, violence and exclusion.

En mi universidad, se dan situaciones de discriminación que podrían atribuirse a la carencia de habilidades socioemocionales entre los estudiantes
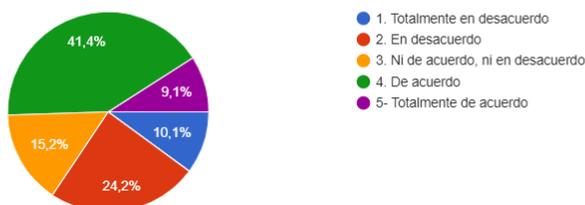
99 respuestas

- 1. Totalmente en desacuerdo
- 2. En desacuerdo
- 3. Ni de acuerdo, ni en desacuerdo
- 4. De acuerdo
- 5- Totalmente de acuerdo

Table No.6

Discrimination and social skills

Source: Own elaboration. In original Spanish language

A significant portion, 41.4%, neither agree nor disagree with the statement, which could suggest a lack of clear awareness or direct experiences related to this type of discrimination. 24.2% of those surveyed agree with the statement, while 15.2% strongly agree, thus adding up to almost 40% of students who recognize discrimination as a problem linked to the lack of socio-emotional skills. On the other hand, 10.1% disagree and 9.1% strongly disagree, indicating that there is a smaller group of students who do not perceive this connection. These results highlight the divided perception about the impact of socio-emotional skills on the incidence of discrimination among university students.

Creo que si hubiera mayor empatía entre los estudiantes, se fortalecería la cohesión y el sentido de comunidad dentro de la universidad
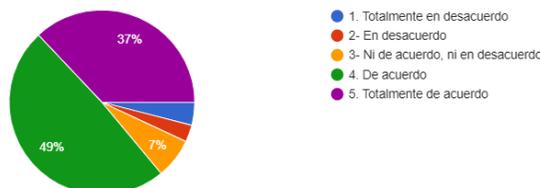
100 respuestas

- 1. Totalmente en desacuerdo
- 2- En desacuerdo
- 3- Ni de acuerdo, ni en desacuerdo
- 4. De acuerdo
- 5. Totalmente de acuerdo

Table No.7

Empathy and A Sense Of University Community

Source: Own elaboration. In original Spanish language

According to the results, the vast majority, 49%, strongly agree that greater empathy would

strengthen cohesion and a sense of community, while 37% agree with this statement. This indicates that 86% of participants perceive empathy as a significant factor in improving integration and relationships within the university environment. Only a small percentage, 7%, fall into the neutral category of neither agree nor disagree, and an even smaller percentage disagree or strongly disagree (7% overall), reflecting a widespread belief in the importance of socio-emotional competencies such as empathy in fostering a positive and united university environment.

La falta de empatía y comprensión entre estudiantes puede disminuir la calidad de vida y bienestar dentro del campus universitario

100 respuestas

- 1. Totalmente en desacuerdo
- 2. En desacuerdo
- 3. Ni de acuerdo, ni en desacuerdo
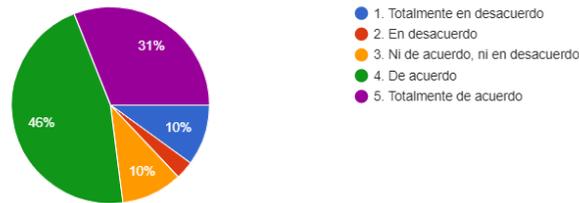- 4. De acuerdo
- 5. Totalmente de acuerdo

Table No.8

Impact of Lack of Empathy

Source: Own elaboration. In original Spanish language

According to the results, a significant majority of respondents, representing 46%, strongly agree that the absence of these social-emotional qualities has a negative effect on campus life. An additional 31% agree, adding up to a total of 77% who perceive a direct impact of the lack of empathy on university well-being. 10% of the participants are neutral, without leaning towards any position, and a total of 20% disagree or strongly disagree with the statement. These results underscore the prevailing view that social-emotional skills are critical to the overall living environment and well-being in the university setting.

He notado que ciertos grupos, como los homosexuales, enfrentan discriminación en la universidad debido a la falta de competencias socioemocionales en algunos estudiantes

100 respuestas

- 1. Totalmente en desacuerdo
- 2. De acuerdo
- 3. Ni de acuerdo, ni en desacuerdo
- 4. De acuerdo
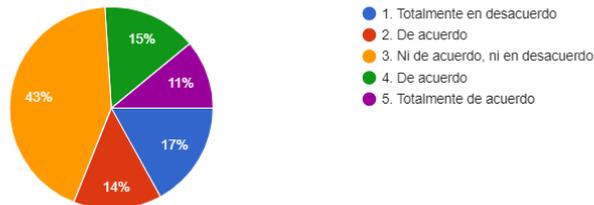- 5. Totalmente de acuerdo

Table No.9

Discrimination against the LGBTI population

Source: Own elaboration. In original Spanish language

According to the results, a plurality of respondents, 43%, neither agree nor disagree with this

statement, which may suggest a lack of awareness about the situation or a diversity of personal experiences. Meanwhile, 17% agree and 15% strongly agree that discrimination against homosexuals is a problem present in the university due to the lack of socio-emotional competencies, thus adding up to 32% who recognize discrimination as a concern. On the other hand, 14% of participants disagree and 11% strongly disagree, suggesting that there is a less prevalent view that social-emotional competencies affect discrimination against certain groups on campus.

Table No.10

Impact of the Absence of Socio-Emotional Competencias

Source: Own elaboration. In original Spanish language

According to the results, most of the respondents, 42%, agree that there is a negative impact, while 24% totally agree, adding up to a resounding 66% who recognize the influence of socio-emotional competencies on the community life of the university. 6% of the participants disagree and 24% remain neutral on the matter, opting neither for agreement nor for disagreement. This indicates that most students perceive that the ability to adequately manage and express personal emotions is essential for effective integration and harmonious coexistence within the university environment.
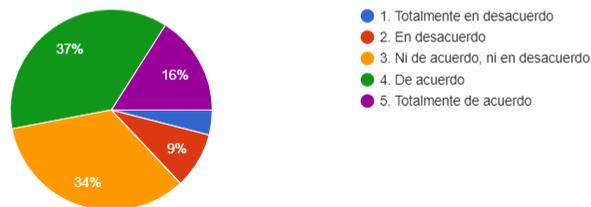

Table No.11

Perception of discrimination and relationship with the development of socio-emotional competencies

Source: Own elaboration. In original Spanish language

According to the results, 37% feel that discrimination is a tangible problem in the university and

strongly agree that it is directly related to the lack of development of socio-emotional competencies. An additional 34% agree with this relationship, thus adding up to 71% who perceive a clear link between discrimination and the lack of socio-emotional skills. 16% of the participants do not lean to either side, remaining neutral in their perception, while 9% disagree and a smaller percentage, which constitutes a combined total of 9%, disagree or strongly disagree with the statement. These results highlight that most students see discrimination as a reality present in their educational environment and believe that improving socio-emotional competencies could be a key to addressing this problem.
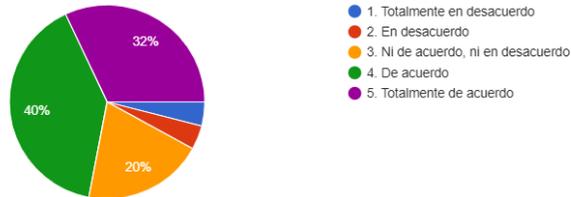

Table No.12

Perception of the importance of promoting the development of emotional competencias

Source: Own elaboration. In original Spanish language

According to the results, 40% of the 100 respondents strongly agree that the integration and promotion of socio-emotional competencies at university could significantly reduce the problems of exclusion and discrimination. Additionally, 32% of the participants agree with this statement, which indicates that a large majority, 72%, recognize the value of socio-emotional competencies in improving coexistence and equality within the university environment. 20% remain neutral, without taking a position either for or against, and only 8% disagree or totally disagree. These results suggest that there is a strong consensus among students on the importance of fostering socio-emotional skills to create a more inclusive and harmonious university space.

Discussion

The present research aimed to explore the perception and manifestation of discrimination, violence and exclusion at the Universidad Popular del Cesar, with a particular focus on the influence of socio-emotional competencies.

The results have revealed several layers of understanding and experiences within the student body that illustrate the complexity and multifactoriality of these issues in university life. Notably, the findings show that younger students, especially those in the 18- to 24-year-old range, are predominantly those who participated in the research. This age group is also the one that most reports the observation and experience of exclusion, which could reflect a greater sensitivity or exposure to group and social dynamics in development within the campus.

The above, at a theoretical level, can be explained as follows. According to Severino et al (2022), the relationship between the lack of socio-emotional competencies and exclusion was pointed out by almost half of the participants, suggesting that interpersonal and emotional skills play a

critical role in the formation of an inclusive community. In addition, a considerable part of the student population recognizes discrimination as a problem linked to the lack of such skills, highlighting discrimination against minority groups as an area of special concern.

The relationship identified between the lack of socio-emotional competencies and the phenomena of exclusion and discrimination is echoed in recognized psychosocial and educational theories. Daniel Goleman's theory of emotional intelligence postulates that the ability to understand and manage emotions significantly influences the way we relate to others. According to this theory, deficiencies in such skills can lead to misunderstandings, conflicts and ultimately social exclusion (Fragoso, 2015).

Likewise, according to Goleman (2010), research in the field of social-emotional learning suggests that schools and universities that integrate this learning into their curricula foster greater empathy, respect for diversity, and collaboration skills among their students. These skills are critical to combating prejudices and stereotypes that often underlie discrimination, particularly against minority groups. Therefore, the development of socio-emotional competencies is presented not only as an educational need but also as a strategy for inclusion and social cohesion within the university environment

Empathy emerged as a central element, with an overwhelming majority of students stating that their presence or absence has a significant impact on the cohesion and overall well-being of the campus. This result aligns socio-emotional competence with the quality of interactions and student life, suggesting that initiatives that promote empathy could be key in creating a more welcoming and harmonious university environment. However, the discussion must also recognize a not insignificant fraction of the student population that does not perceive these connections or that has not observed such dynamics in action. This highlights an opportunity to increase awareness and education about how social-emotional competencies affect interpersonal relationships and university culture.

At the theoretical level, according to Zerpa and Ramírez (2013), the centrality of empathy in the university social fabric can be interpreted through Salovey and Mayer's theory of emotional intelligence, which conceptualizes empathy as a key skill to recognize and respond appropriately to the emotions of others, promoting mutual understanding and healthy interpersonal relationships.

Carl Rogers, with his person-centered approach, also highlights empathy as an essential component for the formation of genuine relationships and the facilitation of personal growth, which directly translates into a climate of acceptance and respect (Zerpa & Ramírez, 2013). Furthermore, according to Bandura's theory of social learning, empathic behaviors are learned and reinforced in social settings through observation and imitation, suggesting that the university environment has the power to model and reinforce these positive behaviors (Severino et al, 2022).

However, the presence of students who do not recognize the importance of empathy reflects a deficit in socio-emotional education and raises the need for more effective pedagogical strategies that incorporate these competencies into the educational experience, following the line of Vygotsky's constructivist theory, which underlines the importance of building knowledge through active and meaningful social interaction (Biglia and Cagliero, 2019).

On the other hand, the data suggest that a strategy focused on improving socio-emotional competencies among students could have a beneficial effect on reducing exclusion and

discrimination. The promotion of programmes and policies aimed at this end could be a proactive measure to actively address and prevent conflicts and improve the integration of all members of the university community.

At the theoretical level, according to Fernández (2020), the results can be explained in terms of the link between the development of socio-emotional competencies and the reduction of exclusion and discrimination, which is aligned with psychoeducational and sociological theories that underline the relevance of emotional and social skills in the promotion of inclusive and respectful environments.

Allport's theory of intergroup contact, for example, suggests that positive interaction between groups can reduce prejudice and promote inclusion, but for this to happen it is essential that there are opportunities for cooperation and mutual recognition, elements that are strengthened by good emotional intelligence (Fernández, 2020).

In addition, Ryan and Deci's theory of self-determination highlights that the satisfaction of the basic psychological needs of autonomy, competence and relationship is essential for social and personal integration, and socio-emotional competences are key to achieving these needs. Thus, educational programs that focus on the development of empathy, emotional self-management, and effective communication can contribute to a more harmonious and fair academic climate, supporting the idea that emotional and social education is a cornerstone for a healthy and cohesive university community (Oliveiros et al, 2016).

Finally, the research underscores the importance of the development and integration of socio-emotional competencies in the university context, which are emerging as fundamental for the construction of an inclusive and respectful community, as well as for the well-being and success of students. The Popular University of Cesar, like other educational institutions, can take these findings as an impetus to review its current strategies and programs, and consider the implementation of interventions focused on socio-emotional development as part of its commitment to the continuous improvement of university life.

Conclusions

The study at the Popular University of Cesar revealed revealing perceptions about discrimination, violence and exclusion in the academic environment. Students, predominantly young adults between the ages of 18 and 24, have expressed that a lack of socio-emotional competencies contributes significantly to exclusion and discrimination, which has a tangible impact on their university experience. Most see empathy as an essential tool to strengthen cohesion and a sense of community, identifying it as a fundamental pillar in conflict prevention and in the promotion of positive coexistence.

The results indicate that discrimination and exclusion are not isolated phenomena, but are rooted in deficiencies in socio-emotional skills, such as empathy, effective communication and emotional regulation. These deficiencies affect the university experience by diminishing the quality of social interactions and eroding psychological and emotional well-being. The persistence of these phenomena is attributed to a possible lack of structured opportunities for the development and practice of socio-emotional competencies within the university curriculum and activities.

To mitigate these problems, the implementation of educational programs that integrate social-emotional learning is recommended, leveraging proven theories and methodologies that

underscore the importance of mutual recognition and intergroup collaboration. It is suggested that the university take an active role in fostering emotional intelligence, offering workshops, seminars, and extracurricular activities focused on the development of interpersonal skills. In addition, an environment of openness and discussion must be fostered that allows the expression and proper management of emotions and conflicts.

Ultimately, the research highlights that the adoption of strategies aimed at socio-emotional development is not only an educational improvement, but also an investment in the quality of coexistence and in the comprehensive health of the university community. This approach could translate into a reduction in exclusion and discrimination, promoting a more enriching and harmonious university experience for all students.

References

Biglia, B., & Cagliero, S. (2019). Approaches and 'responses' of Catalan universities in the face of LGTBIQ+phobic violence. Quaderns de psicologia. International journal of psychology, 21(2), e1532-e1532.

Brito Rodríguez, S., Basualto Porra, L., & Posada Lecompte, M. (2020). Perception of practices of discrimination, exclusion and gender violence in university students. Interdisciplinary Journal of Gender Studies of El Colegio de México, (6).4; pp: 125-139

ESPEJO, J. C. (2018). Discrimination and homophobic violence in the school system: strategies for prevention, management and combat. Revista Brasileira de Educação, (23) 4; pp: 111-122

Fragoso-Luzuriaga, R. (2015). Emotional intelligence and emotional competencies in higher education, the same concept? Ibero-American Journal of Higher Education, 6(16), 110-125

Fernández Cruz, J. A. (2020). University protocols for the prevention and punishment of violence, harassment and discrimination among students: a criminological and political-criminal perspective. Revista de derecho (Valdivia), 33(2), 297-317

Goleman, D. (2010). The practice of emotional intelligence. Kairós Publishing House

Hernández, M. C. (2013). Manifestations of Aggressive Behavior in the University Context. Scenarios, 11(1), 139-148

Hoyos, O. L, Santiago, L. M. R., Mackenzie, S. J. V., & Brito, C. M. (2009). Peer abuse due to abuse of power and social exclusion in students of a private university in the city of Barranquilla. Psychological Thought, 6(13), 109-125

Moreno Cubillos, C. L., Sepúlveda Gallego, L. E., & Restrepo Rendón, L. F. (2012). Discrimination and gender violence at the University of Caldas. Towards Health Promotion, 17(1), 59-76

Moreno-Cubillos, C. L., & Sepúlveda-Gallego, L. E. (2013). Discrimination and violence against medical students at the University of Caldas. Medical Education Research, 2(5), 37-41

Oliveros Donohue, M., Perales Cabrera, A., Zavala Sarrio, S., Pinto-Satinas, M. A., & Ramos Yataco, A. J. (2016, July). Perception of bullying in sixth-year students of the medical school of a public university in Lima, 2015. In Annals of the Faculty of Medicine (Vol. 77, No. 3, pp. 231-236). UNMSM. Faculty of Medicine

Peluffo, S. M. (2011). Discrimination, violence and sexual harassment against female students at the University of Costa Rica. Reflections, 90(1), 23

Prieto Quezada, M. T., Carrillo Navarro, J. C., & Lucio López, L. A. (2015). Virtual violence and bullying among university students: the dark side of social networks. Innovación educativa (Mexico, DF), 15(68), 33-47

Ramos, A. V., Martínez, C. E. H., & Hernández, P. I. G. (2022). Discrimination in the university: a systematic review of the literature. Ciencia Latina Revista Científica Multidisciplinar, 6(6), 8195-

8216

Ramos-Rodríguez, I., & Aranda-Beltrán, C. (2020). Violence and bullying: differences by sex and age in Mexican university students. Unemi Science, 13(34), 84-93

Tobón, M. A. A., & Álvarez, E. O. A. (2017). Practices of exclusion of transgender people in Colombian university environments. Revista de Psicología Universidad de Antioquia, 9(2), 47-65

Severino-González, P., de Jesús Romero-Argueta, J., Lira-Ramos, H., Imperatore, S., & Ortiz-Medina, I. (2022). University social responsibility and socio-emotional competencies. Scale of perception of students in El Salvador. Interciencia, 47(4), 126-132

Zerpa, C. E., & Ramírez, J. J. (2013). Morality, empathy, emotional intelligence and transformational leadership: a model of routes in graduate management students at a Venezuelan university. Diversitas: Perspectives on Psychology, 9(1), 109-126.